

**Texas Education Agency
Standard Application System (SAS)**

2017-2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	November 13, 2017, to August 31, 2018			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 18 PM 1:11 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, September 26, 2017			
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Houston ISD	101912			
Vendor ID #	ESC Region #			
74-6001255	4			
Mailing address		City	State	ZIP Code
4400 W. 18 th Street		Houston	TX	77092-8501
Primary Contact				
First name	M.I.	Last name	Title	
Michael		Love	Assistant Superintendent, CTE	
Telephone #	Email address		FAX #	
713-556-6981	mlove@houstonisd.org		713-556-7236	
Secondary Contact				
First name	M.I.	Last name	Title	
Annetra		Piper	Sr. Manager, Grants Dept.	
Telephone #	Email address		FAX #	
713-556-6785	apiper@houstonisd.org		713-556-7023	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name
Richard
Telephone #
713-556-6300

M.I. Last name
A. Carranza
Email address
HISDSuperintendent@houstonisd.org

Title
Superintendent of Schools
FAX #

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

10/12/17

701-17-103-044

Schedule #1—General Information

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☐ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☒ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Brief description of the primary elements of the planned program

Students enrolled in a dual credit program within Houston ISD's Career and Technical Education Department programming in collaboration with the Houston Community College System's and Lone Star Community College's dual credit programs gain the knowledge, skill set, industry certification, and articulated college credit in an welding high school pathway that can be applied to complete an advanced Level 1 certification within the community college system upon graduation. Courses offered through HISD's welding program correlate and transfer to Welding Technician Level I certification program. Through this partnership, students learn: (a) basic welding processes, including oxy-fuel welding (OFW) and cutting, (b) shield metal arc welding (SMAW), (c) gas metal arc welding (GMAW), (d) setup and safety use of Gas Tungsten Arc Welding equipment, (e) various joint designs of T-joint and V-groove, (f) basic visual inspection of equipment and (g) welding techniques of metal including aluminum and stainless steel. Campuses impacted by this dual credit initiative are Barbara Jordan Career Center, Wisdom High School, and Madison High School. The total combined number of students served in these pathways is approximately 375. Campus support includes the collaboration of industry partners that offer students services offered through our local advisory board which include but are not limited to: guest speakers, internships, externships for instructors, continuing education opportunities, and assistance with career placement. Students enrolled in this program will be the first to achieve a Level 1 certification in Welding through our CTE dual credit programming.

Upon the completion of the curriculum students are allowed to test to earn industry recognized certifications in the Welding field. Recent changes in graduation requirements ensures that students who earn a nationally or internationally recognized end-of-program certification will also earn a Performance Acknowledgement upon graduation and a designation of such on their high school transcript. Students graduating from a HISD welding program offering the above mentioned certifications will have the skill set to attain employment in a high wage, high demand career in the Houston/ Gulf Coast region. Some of the above mentioned certifications that students may take are the API Welding Certification, AWS Structural Steel, ASW Sheet Metal Welding AWS SENSE Welding Level 1, and NCCER Welding Level.

The District's NCCER sponsor provides oversight and training for instructors and for the NCCER curriculum. The Associated Builders and Contractors (ABC) serves to provide classroom speakers, secure construction industry sponsors, secure material donations, provide safety audits of laboratories and classrooms, provide field experiences for students, serve as part of the greater CTE advisory committee, and have students attend College and Career Night events. The NCCER curriculum serves as a foundation by providing CORE curriculum which is an extensive overview of job site safety. These credentials are recognized and utilized worldwide. Both post-secondary institutions support the use of NCCER curriculum to be used in tandem with their overall program and is recognized by TEA as certification used in state accountability measure III: Student Success. NCCER's four-level curriculum covers topics such as Oxyfuel Cutting, Welding Symbols, and Stain less Steel Groove Welds. NCCER's curriculum also correlates to the AWS SENSE (Schools Excelling through National Skills Education) standards and guidelines for Entry Welder. An AWS SENSE correlation chart is provided with the curriculum to assist instructors in complying with the AWS guidelines, all of which aligns to the exact learning outcomes from the post-secondary institutions Level I.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Budget Development

The items listed in the grant will provide students with the equipment needed to master content objectives and skills in welding that not only meets the TEKS outlined by TEA but also the learning outcomes of post-secondary institutions. Houston ISD will be able to afford students with the equipment found in facilities like those of our post-secondary partners while ensuring that these students do not incur any debt for post-secondary training and education.

Additionally, Work-Based Learning opportunities will be created by some of our partners outlined in our letters of support. The grant will serve to also provide instructors with the opportunities to engage in externships and job shadowing opportunities. Grant funds will serve to pay for substitute teachers to allow for instructors to engage in these opportunities during the academic year. The instructors will also the weekends. Students will be able to engage in activities such as interviews, internships, field experiences, and other enrichment activities to further enhance their dual credit experience.

Demographic relationship of participating schools to goals and grant purpose

The participating students are demographically representative of the student body at each of the participating schools. The program goals and objectives were chosen to ensure student success, especially in the areas of student behavior and student achievement. The program objectives are: 1) Improve Instructor Preparedness; 2) Improve Academic Performance; 3) Increase Graduation Rates; 4) Improve Behavior; and 5) Improve Promotion Rates. These are in perfect alignment to the overall purpose of the grant, which is to prepare students who are enrolled in CTE courses for high-skill, high-wage, or high-demand occupations in current or emerging fields, strengthen linkages between secondary and postsecondary CTE programs of study, strengthening partnerships with business and industry, foster innovation, and promoting career pathways aligned with Texas-identified in-demand occupations or industries.

Management plan

Dual credit/CTE specialists will serve as district liaisons to campuses as well as with the post-secondary institutions to ensure the fidelity of the programming at each project site. The College and Career Readiness (CCR) department oversees the implementation of CTE and dual credit programming for all campuses in the district. A project manager will be assigned to oversee the work and will work in coordination with the campus principal to ensure the project is completed on time and within budget. Program effectiveness will be monitored closely by district personnel and remediation to the pathways will be handled by central office and campus administrators.

Program Evaluation

The project manager will work with the HISD Research and Accountability Department to gather all data needed related to this project. The information gathered from the ongoing monitoring will be reported, where appropriate, on a quarterly and end-of-year basis, both formative and summative program findings will be used to provide timely, regular, and useful feedback to the Project Manager, Campus Principal, school staff, parents, school, community members, key partners, the Houston ISD Superintendent of Schools and Board of Trustees, and the Texas Education Agency.

This application completely and accurately answers all statutory requirements, as well as all TEA requirements. In addition, to the district efforts to ensure continuation and sustainability, Houston ISD CCR is committed and looking forward to the continuation of this program beyond the initial period of the grant. Therefore, CCR will actively work to meet the needs and objectives stated in the grant, as well as to seek out other sources to fully continue the program in subsequent years beyond the grant period.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 101912				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$2,166	\$	\$2,166	\$19,152
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$150
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$72,834	\$	\$72,834	\$
Grand total of budgeted costs (add all entries in each column):			\$75,000	\$	\$75,000	\$19,302
Administrative Cost Calculation						
Enter the total grant amount requested:					\$75,000	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$3,750	

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 101912			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional						
1					\$	\$
2	Educational aide				\$	\$
3	Tutor					
Program Management and Administration						
4	Project director				\$	\$4,909
5	Project coordinator				\$	\$5,150
6	Teacher facilitator				\$	\$3,625
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$2,085
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$3,383
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Title				\$	\$
22	Title				\$	\$
23	Title				\$	\$
24	Subtotal employee costs:				\$	\$19,152
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			\$750	\$
26	6119	Professional staff extra-duty pay			\$1,462	\$
27	6121	Support staff extra-duty pay			\$	\$
28	6140	Employee benefits			\$	\$
29	61XX	Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs				\$	
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$2,166	\$19,152

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 101912		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	NCCER Certifying Lab 3@\$50/per campus	\$	\$150
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$150

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$	\$
Grand total:		\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$0	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 101912				Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
The 66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	DAKE CORPORATION Hydraulic Press, 40 t, Electric Pump Item # 40F048	3	\$11,009	\$33,027	\$
20	Gardner Bender: Hydraulic pipe bender Item # 15v899	3	\$8519	\$25,557	\$
21	Miller Electric Plasma Cutter Spectrum 625 series input voltage 120/240 Item # 49x318	3	\$3278	\$9,834	\$
22	HEIN-WERNER Press Accessory Set, 8 Pieces Item # 12G742	3	\$1,472	\$4,416	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$72,834	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	319	85%	Source: PEIMS, 2016-2017
Limited English proficient (LEP)	124	33%	Source: PEIMS, 2016-2017
Attendance rate	NA	92%	Source: PEIMS, 2016-2017
Annual dropout rate (Gr 9-12)	NA	10.4%	Source: PEIMS, 2016-2017
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	1	17%	Source: PEIMS, 2016-2017
6-10 Years Exp.	1	17%	Source: PEIMS, 2016-2017
11-20 Years Exp.	3	50%	Source: PEIMS, 2016-2017
20+ Years Exp.	1	17%	Source: PEIMS, 2016-2017
No degree	2	33%	Source: PEIMS, 2016-2017
Bachelor's Degree	1	17%	Source: PEIMS, 2016-2017
Master's Degree	3	50%	Source: PEIMS, 2016-2017
Doctorate	0	0%	Source: PEIMS, 2016-2017

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										136	75	107	57	375

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										2	2	3	3	6

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campuses impacted by this dual credit initiative are Barbara Jordan Career Center, Wisdom High School, and Madison High School. The three targeted Houston ISD high schools provide services to a total combined number of approximately 375 students served in these pathways. The above mentioned campuses represent all sectors of the Houston ISD feeder patterns, thus affording students in all regions of the district the opportunity to participate in this program.

Barbara Jordan Career Center serves as Houston ISD's hub for CTE instruction with a total enrollment of 317 students. The demographic distribution of the school is 51% African American, 48% Hispanic and 1% White. At Jordan, 75% enrollment of students are economically disadvantaged and 79% are identified as being at risk for educational failure. Jordan met the required standard for accountability for the 2016 school year.

Madison High School has a total enrollment of 1,759 students and was labeled as an IR campus for the 2016 school year. Madison has a student population that is 41% African American, 58% Hispanic, and 1% White. At Madison, 75% of the total student population is economically disadvantaged and 88% are identified as being at risk for educational failure.

Wisdom High School (formerly Lee High School), met the academic standard for the 2016 school year with a total population of 1,832 students. Wisdom has a student population that is 14% African American, 76% Hispanic, 6% Asian, and 4% White. At Wisdom, 97% of the student population is identified as economically disadvantaged and 87% are identified as being at risk for educational failure.

The proposed program affords students with the option of engaging in post-secondary education through the local community college, at no cost to the student, and equipping them with the skill set needed to enter the workforce to earn a high wage upon graduating from high school. The campuses were selected for their significant need as they are the only Houston ISD campuses that offer a welding program and is additionally aligned to post-secondary success and readiness with the staff and facilities available to implement the program successfully.

Because the Dual Credit Level One Welding program, through the Houston Community College and Lone Star Community College, does not require that students need to be classified as TSI ready, this program is open to all students at various learning levels thus affording students who do not normally have access to post-secondary opportunities in high school eligible to participate and benefit from the programming. Dual credit teachers are embedded HISD instructors with the title as an adjunct and as full time HISD employees thus instructors at all campuses receive the professional development and pedagogical training needed to be effective instructors in a K-12 classroom setting. The structure for each pathway is crafted to ensure that scaffolded instruction is offered to all students as they matriculate through the pathway. Additionally, Work-Based Learning opportunities will be created by some of our partners outlined in our letters of support. Students will be able to engage in activities such as interviews, internships, field experiences, and other enrichment activities to further enhance their dual credit experience.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is a need to provide the participating students the opportunity to engage in Level One Certification Programming through the District's Post-Secondary Partners: Houston Community College and Lone Star Community College.	The implemented grant program will provide the students with the equipment needed to master the skill set needed to complete the Level One certification.
2.	There is a need to provide the participating students with equitable access to post-secondary opportunities at no-cost across the District.	The implemented grant program will provide the students with the equipment needed to give them the option to further their dual credit options, while attending the District's CTE programming at no cost to the students, thus affording them the opportunity to graduate with the skills and education needed to enter into the workforce.
3.	There is a need to provide the participating students with the opportunity to take API Welding Certification, AWS Structural Steel, ASW Sheet Metal Welding AWS SENSE Welding Level 1, and NCCER Welding.	Through the implemented grant program, the students will be taught and asked to perform the mastery of skills to effectively meet objectives listed in these certifications.
4.	There is a need to provide the participating students with quality instructors receiving continuous professional development to provide quality instruction in educational pedagogy and in up-to-date industry standards.	Matching funds will be used to ensure that instructors engage in continuing education needed to be effective K-12 instructors, as well as meet the industry's continuing education requirements to effectively deliver content.
5.	There is a need to provide the participating students with quality instructors receiving job shadowing and externships to further enhance their learning and instruction.	Through the implemented grant program, funds will be used to pay for substitutes and stipends for teachers to engage in externships and job shadowing opportunities.

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Schedule #14—Management Plan

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director, CTE	The minimum educational requirements are a master's degree, 3 years of work experience, excellent communication skills, and outstanding problem solving skills
2.	Director, Dual Credit	The minimum educational requirements are a master's degree, 3 years of work experience, excellent communication skills, and outstanding problem solving skills
3.	Teacher Specialist	The minimum educational requirements are a bachelor's degree, 3 years of work experience, excellent communication skills, and outstanding problem solving skills. Certified Teacher
4.	Data Entry Clerk	The minimum educational requirements are a high school diploma, 3 years of work experience, excellent communication skills, and outstanding problem solving skills
5.	Evaluator	Must have a master's degree and 2 years experience in data evaluation.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Instructor Preparedness	1. Increase instructor on boarding training	11/13/2017	08/31/2018
		2. Increase updated curriculum training	11/13/2017	08/31/2018
		3. Increase meetings with Advisory members	11/13/2017	08/31/2018
		4. Increase amount Job Shadowing opportunities	11/13/2017	08/31/2018
		5. Increase professional development opportunities	11/13/2017	08/31/2018
2.	Improve Academic Performance	1. Increase in students making passing class grades	11/13/2017	08/31/2018
		2. Increased performance on benchmark tests	11/13/2017	08/31/2018
		3. Increased performance on Reading STAAR	11/13/2017	08/31/2018
		4. Increased performance on Math STAAR	11/13/2017	08/31/2018
		5. Increase in the percentage of homework completed	11/13/2017	08/31/2018
3.	Increase Graduation Rate	1. Decreased drop out rates	11/13/2017	08/31/2018
		2. Increased graduation rates	11/13/2017	08/31/2018
		3. Increased number of students taking the SAT/ACT	11/13/2017	08/31/2018
		4. Increased number of students graduating on time	11/13/2017	08/31/2018
		5. Increased number of students completing FAFSA	11/13/2017	08/31/2018
4.	Improve Behavior	1. Decreased number of out-of-school suspensions	11/13/2017	08/31/2018
		2. Decreased number of students in detention	11/13/2017	08/31/2018
		3. Increase in the number of school leaders	11/13/2017	08/31/2018
		4. Decrease in student referrals to office	11/13/2017	08/31/2018
		5. Decrease in the number of repeat offenses	11/13/2017	08/31/2018
5.	Improve Promotion Rates	1. Decrease number of students in summer school	11/13/2017	08/31/2018
		2. Increased number of students promoted to the next grade level	11/13/2017	08/31/2018
		3. Decrease number of students over-age students	11/13/2017	08/31/2018
		4. Increased % of students reading on grade level	11/13/2017	08/31/2018
		5.		

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Houston ISD has designated dual credit/ CTE specialists who will work closely with the Houston ISD Research and Accountability Department to facilitate the implementation and monitoring of the proposed project. The dual credit/CTE Specialist will serve as district liaisons to campuses as well as with the post-secondary institution to ensure the fidelity of the programming at each project site. The College and Career Readiness (CCR) department oversees the implementation of CTE and Dual credit programming for all campuses in the district. The CCR department is supported by two directors and one assistant superintendent. Each project site has a designated CCR/CTE specialist that works collaboratively with all stakeholders to address the needs of students impacted by CCR programming. The CCR specialist works to document the progress of students in the dual credit program by helping to on-board students, monitor grades, provides curriculum support on a district level, ensures that teachers receive training needed to maintain credentialing at the post-secondary institution, professional development, and advisory support from our NCCER sponsor. Additionally, the district offers campuses a curriculum specialist that oversees the implementation of pathway coursework and updates all crosswalks as needed. The CCR specialists documents the progress of students in the dual credit program prior to each six-week grading cycle, to ensure that students are meeting the learning objectives of the course and works with the campus administrator to offer input for a RTI to ensure that the students navigate this program successfully. The information gathered from the ongoing monitoring will be reported, where appropriate, on a quarterly and end-of-year basis, both formative and summative program findings will be used to provide timely, regular, and useful feedback to the Project Manager, Campus Principal, school staff, parents, school, community members, key partners, the Houston ISD Superintendent of Schools and Board of Trustees, and the Texas Education Agency, on the success and progress of implementation, as well as to identify areas for needed improvement.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The strategic intent of the Houston ISD is to transform persistently low performing schools and to close the achievement gap between the economically disadvantaged students and the majority. HISD has adopted the lengthened time, rigorous tutorials and parent commitment as a culture in the bid to transform schools into high achieving, college and career ready life-long learning communities. The district is committed to finding resources through grants, foundations, and other resources to support this project. The Houston ISD Board of Education is on board with supporting schools to be a benefit to students. Houston ISD has developed a strategic direction that will guide the best course of action for its students to realize the goals outlined by the Board of Education.

Houston ISD has the staff in place to support the planned initiative as well as the teachers with the proper credentials to effectively deliver the content for the post-secondary institution as well as the TEKS. CTE Specialist are assigned to each of the campuses to ensure the program is implemented with fidelity, and by offering continued professional development for instructors. Each of the four campuses has the welding facilities in place to deliver the basic content however the grant will afford the campuses the equipment to meet the student outcomes to be successful in obtaining a Level 1 certification as well as the requirements set by NCCER. Additionally, our NCCER sponsor works closely with our campuses and our instructors to provide quality instruction for both teachers and students and other learning opportunities to extend a student's overall knowledge in the welding profession. Our advisory council members also provide students the opportunities for internships and job placement upon graduation.

In addition, to the district efforts to ensure continuation and sustainability, Houston ISD CCR is committed and looking forward to the continuation of this program beyond the initial period of the grant. Therefore, CCR will actively work to meet the needs and objectives stated in the grant, as well as to seek out other sources to fully continue the program in subsequent years beyond the grant period.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Maintain Record of Participation in Professional Development for Instructors	1.	Teachers engaged in HCC adjunct professional development (mandatory training by post-secondary institution)
		2.	Teachers engaged in pedagogy and in best instructional practices (provided by HISD)
		3.	NCCER instructional professional updates and lab walk through
2.	Maintain OnBoarding / Roster Verification and Student Orientation for Students	1.	District Specialist works in collaboration with campus and P-16 director to onboard all students at the start of each semester. Student record is updated and kept at the district.
		2.	An orientation is provided for all students.
		3.	Parent waivers are signed and are filed with district.
3.	Accurate Student Progress Monitoring	1.	District Specialist and PC 16 directors monitor student progress at progress report time to ensure student success
		2.	Identify students who need intervention services
		3.	Implement RTI for students who need additional assistance
4.	Accurate Certification and Assessment Records	1.	Students complete modules for NCCER credentialing
		2.	Students complete sample welds for credentialing
		3.	Instructor completes student portfolio for each semester
5.	End of Year Cap Stones and EOC (End of Course Exams)	1.	EOC exams and application of skills at the end of each course
		2.	Cap Stone Projects required by all students for post-secondary institutions
		3.	NCCER Core / Welding Credentials at the end of the associated course

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data collection will be gathered and maintained primarily by our student information system (SIS), Chancery, and through Cognos, where student information and performance records are stored and imputed. District personnel can monitor student performances by regularly reviewing the files. Additionally, a data sharing agreement between Houston Community College (HCC), Lone Star Community College and Houston ISD allows for the transfer of files and performance records with ease. Students who continue on to HCC and Lone Star Community College to complete their Level 1 certification or beyond will be able to do so with records already shared. Evaluation of activities will tracked by the number of modules completed using the NCCER curriculum as well as by project based capstones of different welds in the classroom. Industry standards are used to measure the quality of the outcomes. Academic data as well as certification data is tracked and collected through our SIS / Chanery as well as attendance data.

To ensure that students are on track, regular monitoring of student portfolios and performance in the class will be monitored by HCC as well as by HISD CTE/ CCR specialists, campus administration and by the instructor of record. Interventions by the campus through the CTE administrator are in place to ensure student academic achievement should academic measures not meet the passing rates set by the instructor. Program effectiveness will be monitored closely by district personnel and remediation to the pathways will be handled by central office and campus administrators.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Career and technical education (CTE) in Texas has become the driving force behind student success in high school reform efforts. Students will ultimately seek employment and pursue a career pathway in a high demand field that will help increase their employability, especially in the Gulf Coast area. CTE can provide the rigor and relevance that will assist students in obtaining their career goals. The majority of jobs that provide a sustaining wage require training beyond high school, and career and technical education is one important way that students can get the skills needed to succeed in college and a career. The Houston ISD Career and Technical Education department works closely with numerous agencies to ensure that the programs of study are rigorous and provide transferable skills for 21st-century careers. One of our strongest partners is Texas Workforce Solutions.

The Houston Independent School District works in collaboration with Texas Workforce Solutions and uses data from the Texas Workforce Commission to develop impactful career and technical education programming in our schools that meet the labor market needs in high skilled, high demand, and high wage careers and prepares our students to enter into the workforce with the skills needed to meet this demand. Texas Workforce Solutions, an operating affiliate of the Gulf Coast Workforce Board, has developed a career exploration resource page for high-demand occupations in the Gulf Coast region. These resources provide critical labor market information on selected occupations about salaries, job openings, job growth, and education and training requirements.

Based on the needs of the Gulf Coast Region, and especially the city of Houston, as well as the list identifying the most high-demand careers in the region, Houston ISD, its business partners, and Texas Workforce Solutions identified Welding and Pipefitting, listed as the 23rd most in demand career in Texas and 25th in the Gulf Coast Region with an average salary of \$47,881.00 as the high demand occupation to focus on. With the amount of construction that continues to occur in Houston, this Specialty Construction career will provide jobs now and in the future. Especially in light of the damage done by Hurricane Harvey, there is an immediate and future need to prepare our students for this career. Houston ISD and its partners are confident that this high-demand career will stay in demand for years to come.

Welders continue to be in short supply at the national, state, and local level. The welder shortage is part of a broader shortage of skilled trades people affecting many industries across the Gulf Coast Region. The average age of welders continues to rise and as current workers consider retirement, trainers struggle to meet replacement demand. Thus, students entering into this field will find that opportunities are plentiful for them once they graduate high school and enter into the workforce should they choose to. Those individuals who have the credentialing and certificates to show the completion of skills and knowledge find that employers are more apt to hire and interview them as opposed to unskilled labor. The SERO-Jobs for progress writes that "Worker scarcities are already evident in the unemployment rates of Texas (5.7 percent) and Louisiana (4.5 percent), both below the national average of 6.7 percent, according to the Bureau of Labor Statistics. The lowest jobless rate of any area in the U.S. in February was 2.8 percent in Houma-Bayou Cane-Thibodaux, Louisiana, because of offshore-oil exploration in the Gulf of Mexico" <http://www.serhouston.org/blog/labor-shortage-problem-along-gulf-coast>.

District leaders use information such as this to create and offer programming across the district to ensure that students in all areas have an opportunity to engage in these impactful Career and Technical Education programs. After identifying Welding as one of the top occupations in our region and in the state, programs were developed at four campuses across the district to prepare students to learn the skill set to enter into a career upon graduation. Additionally, by leveraging our relationships with our post – secondary partner, Houston Community College, our campuses and students have access to highly qualified instructors who meet the credentialing requirements to offer dual credit for students who enroll in this program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Providing a greater alignment between secondary and postsecondary education can promote easier student transition to college, provide less course duplication and fewer missing courses, and reduce the need for developmental course work when students enter college. Today, students need a postsecondary credential: a degree, certificate, or industry license to obtain a skilled job and good wages (Carnevale, Smith, and Strohl 2010; Holzer and Lerman 2009; Partnership for 21st Century Skills 2008).

In the subsequent section are the four crosswalks that have been approved for use by each of the post-secondary institutions and by the Houston Independent School District that are aligned with high-demand occupations identified by local regional workforce board. Each shows a matriculation of courses that lead to a level one certification by the post-secondary institution, as well as, meets the TEA approved courses needed to complete a CTE Welding pathway in our district. For example, students enrolled in a program through the Houston Community College and in one of our campuses will begin the program:

Welding I A-DCH	1	10	Industrial Mathematics (48 hours)	TECM 1301	3
Welding I B-DCH	1	10	Introduction to Blueprint Reading for Welders (48 hours)	WLDG 1313	3
Welding II A-DCH	1	11	Introduction to Welding Fundamentals (96 hours)	WLDG 1421	4
Welding II B-DCH	1	11	Introduction to Welding Using Multiple Processes (96 hours)	WLDG 1407	
Practicum in Manufacturing A1		12			
Practicum in Manufacturing B1		12			

Practicum courses are double and/or triple blocked and are used to allow students to engage in work based learning activities as well as a time to practice skills needed to meet the requirements of the programs in which they are enrolled. As noted in the crosswalk above, the student is expected to show mastery of welding skills using multiple processes which are aligned with the grant request to attain the equipment necessary to do so. Courses offered by Lone Star Community college certificate program may be applied toward the welding technology associate of applied science degree. Both programs meet the rigor and the technical skill requirement needed by industry for students to enter into the workforce.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912

Amendment # (for amendments only):

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TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HCC Dual Credit Welding Crosswalk -Option 1

HISD Course	HISD Credit	Grade	HCC Course	HCC Course #	HCC Credit Hours
Introduction to WLD A	0.5	9			
Introduction to WLD B	0.5	9			
Welding I A-DCH	1	10	Industrial Mathematics (48 hours)	TECM 1301	3
Welding I B-DCH	1	10	Introduction to Blueprint Reading for Welders (48 hours)	WLDG 1313	3
Welding II A-DCH	1	11	Introduction to Welding Fundamentals (96 hours)	WLDG 1421	4
Welding II B-DCH	1	11	Introduction to Welding Using Multiple Processes (96 hours)	WLDG 1407	4
Practicum in Manufacturing A	1	12			
Practicum in Manufacturing B	1	12			

HCC Dual Credit Welding Crosswalk -Option 2

HISD Course	HISD Credit	Grade	HCC Course	HCC Course #	HCC Credit Hours
Welding I A-DCH	1	11	Industrial Mathematics (48 hours)	TECM 1301	3
Welding I B-DCH	1	11	Introduction to Blueprint Reading for Welders (48 hours)	WLDG 1313	3
Welding II A-DCH	1	12	Introduction to Welding Fundamentals (96 hours)	WLDG 1421	4
Welding II B-DCH	1	12	Introduction to Welding Using Multiple Processes (96 hours)	WLDG 1407	4

Lone Star Dual Credit Welding Crosswalk -Option 1

HISD Course	HISD Credit	Grade	HCC Course	HCC Course #	HCC Credit Hours
Introduction to WLD A	0.5	9			
Introduction to WLD B	0.5	9			
Welding I A-DCH	1	10	Introduction to Layout and Fabrication (96 hours)	WLDG 1417	4
Welding I B-DCH	1	10	Introduction to Welding Fundamentals (96 hours)	WLDG 1421	4
Welding II A-DCH	1	11	Introduction to Shield Metal Arc Welding (96 hours)	WLDG 1428	4
Welding II B-DCH	1	11	Intermediate Shielded Metal Arc Welding (96 hours)	WLDG 1457	4
Practicum in Man A	1	12			
Practicum in Man B	1	12			

Lone Star Dual Credit Welding Crosswalk-Option 2

HISD Course	HISD Credit	Grade	HCC Course	HCC Course #	HCC Credit Hours
Welding I A-DCH	1	10	Introduction to Layout and Fabrication (96 hours)	WLDG 1417	4
Welding I B-DCH	1	10	Introduction to Welding Fundamentals (96 hours)	WLDG 1421	4
Welding II A-DCH	1	11	Introduction to Shield Metal Arc Welding (96 hours)	WLDG 1428	4
Welding II B-DCH	1	11	Intermediate Shielded Metal Arc Welding (96 hours)	WLDG 1457	4

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The Houston Independent School District will be the fiscal agent for the grant; however, it is the responsibility of all partners to ensure that grant activities are completed in a timely manner and will not be the only entity that will carry out the grant. **Houston ISD** will provide oversight of the day to day activities in cooperation with the institutes of higher education (IHE) and the business partners in the community. Houston ISD will ensure that the program activities and components are completed on time and within budget. The IHEs (**Houston Community College** and **San Jacinto College**) will ensure, through dual enrollment that students enroll in a college course, either at their high school or at a local community college, and earn college credit. The IHEs will work with the district and with the workforce board to ensure that the college courses are aligned to the high-demand career in the city of Houston and the Gulf Coast region. The workforce board (**Gulf Coast Workforce Board**) will continue to review and report on the broad workforce and human resources needs for the Gulf Coast region's future, and helps the district and others make decisions about how we use structure our educational system and use resources to meet those needs. Industry partners that will work with the district to ensure that the project is successful include: The NCCER, **Associated Builders & Contractors of Southeast Texas (ABC)** will work closely with the campuses and instructors to provide quality instruction for both teachers and students and will provide other learning opportunities to extend the students' overall knowledge in the welding profession.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Our NCCER sponsor **ABC** will assist in the curriculum development and support relevant and frequent industry experiences for our students participating in the dual credit welding program. Dr. Horton of ABC has worked closely with our other craft programs in HISD to create and support NCCER accredited labs and ensures and monitors the quality of instruction to ensure that our students are meeting the industry standards in regards to completing the course work and producing quality tangible work.

Additionally other advisory council members such as **Jacobs**, one of the largest and most diverse providers of technical, professional and construction services, including all aspects of architecture, engineering and construction, operations and maintenance, as well as scientific and specialty consulting, works with our students and teachers in providing professional development and career placement opportunities within the Texas Gulf Coast region. They will also have an opportunity to provide input into the curriculum development to ensure that what is being taught is in alignment with industry standards.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The Houston Independent School District's Welding programs are sustainable as the school district has put into place the curriculum, the MOUs with the post-secondary institution, as well as maintained the facilities to ensure that we continuously offer programming that meets the standards set by TEA and by industry. HISD has the committed sponsorship of our NCCER affiliate, ABC, to ensure that we continue to train and provide professional development for our instructors to deliver industry standard curriculum needed for our students to be success. Additionally, our NCCER sponsor works closely with our campuses and our instructors to provide quality instruction for both teachers and students and other learning opportunities to extend a student's overall knowledge in the welding profession. Our advisory council members also provide students the opportunities for internships and job placement upon graduation.

Houston ISD has designated dual credit/ CTE specialists who work closely with the campus as a district liaison as well as with the post-secondary institution to ensure the fidelity of the programming at each of the campuses. The College and Career Readiness department oversees the implementation of CTE and Dual credit programming for all campuses in the district. The CCR department is supported by two directors and one assistant superintendent.

The participating campuses in this application each have a designated CCR/CTE specialist that works collaboratively with all stakeholders to address the needs of students impacted by CCR programming. The CCR specialist works to document the progress of students in the dual credit program by helping to on-board students, monitor grades, provides curriculum support on a district level, ensures that teachers receive training needed to maintain credentialing at the post-secondary institution, professional development, and advisory support from our NCCER sponsor. This model of program support and process will continue after the grant ends to ensure that the goals and objectives of this program are met.

Additionally, district personnel will work with Advisory Council members to create Work-Based Learning opportunities where students will be able to engage in activities such as interviews, internships, field experiences, and other enrichment activities to further enhance their dual credit experience.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Students enrolled in the Welding Program are afforded the opportunity to engage in NCCER curriculum to complete credentialing recognized by the Welding industry and any other sectors of the construction technology industries in our area and across the nation. Credentialing through NCCER is required by some employers who want their employees to understand the safety measures and standards before entering on a job site. In addition to the credentialing provided by the industry partner, students will also engage in OSHA 10 training to ensure that they have the safety training to walk onto the job site. Moreover to the NCCER curriculum, students are also provided post-secondary instruction through the partnering college. NCCER's four-level curriculum covers topics such as Oxyfuel Cutting, Welding Symbols, and Stainless Steel Groove Welds. NCCER's curriculum also correlates to the AWS SENSE (Schools Excelling through national Skills Education) standards and guidelines for Entry Welder. An AWS SENSE correlation chart is provided with the curriculum to assist instructors in complying with the AWS guidelines. All of the aforementioned skills are part of the learning outcomes for the post-secondary institutions as listed below.

The Houston Community College's Welding Technology and Lone Star's Community College program is designed to offer students the necessary skills for entry level positions in the welding industry. There is an increasing demand for skilled welders in the fields of MIG (Metal Inert Gas), TIG (Tungsten Inert Gas), and Pipe welding. A capstone course is a course designed to provide opportunities for students to integrate knowledge from their core and concentration courses, to gain insight into the meanings of professionalism and professional practice, and to reflect on the norms of a discipline or profession. The equipment listed in the grant will provide students with the equipment needed to master content objectives and skills in welding that not only meets the TEKS outlined by TEA but also the learning outcomes of post-secondary institutions and to ensure that they meet the requirements of the capstone course at the end of each program. The items: Steelmax Automated Beveling Machine, Hydraulic Pipe Bender, and the Plasma Cutter are items identified by instructors and industry advisors as missing from the current programs in order to effectively complete the capstone projects required by the post-secondary institutions. The equipment provided through the vendor Grainger, provides students with the welding techniques taught in the partnering community colleges and are aligned to the learning outcomes in the curriculum.

While enrolled in the CTE dual credit program and upon the completion of the dual credit program, students are allowed to test to earn industry recognized certifications in the Welding field. Recent changes in graduation requirements ensures that students who earn a nationally or internationally recognized end-of-program certification will also earn a Performance Acknowledgement upon graduation and a designation of such on their high school transcript. Students graduating from a Houston ISD welding program offering the above mentioned certifications will have the skill set to attain employment in a high wage, high demand career in the Houston/Gulf Coast region. The certifications offered through the welding program are, the American Petroleum Institute (API) Welding Certification, American Welding Society (AWS) Structural Steel, American Welding Society (AWS) Sheet Metal Welding American Welding Society (AWS) SENSE Welding Level 1, and National Center for Construction Education and Research (NCCER) Welding Level.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The Perkins Reserve Grant will provide funding needed to purchase equipment required for students to master the skills needed to successfully complete the Level 1 certification in Welding through Houston Community College. Houston ISD has created programming with Houston Community College and Lone Star Community College to meet the academic standards for students to master the knowledge and learning outcomes, however, the equipment provided would allow for students to demonstrate and apply the skills needed to exhibit mastery to complete the requirements for a Level 1 certification in Welding. Each of the four welding programs in Barbara Jordan Career Center, Madison High School, and Wisdom High School will receive an Aluminum Beveling Machine, a Hypertherm Plasma Cutter, a Hydraulic Pipe Bender, and Scissor Sighting Adapter for Ultra Line Portable Straight line cutter. The aforementioned equipment mimics that of many fabrication companies in the region. Skilled welders are expected to be able to utilize these types of machines in order to execute the demands of their career in an effective way. These machines are the industry standard and thus we would like our students to have an opportunity to engage in this learning prior to graduating from our programs. This equipment provides a safer, more accurate, and the consistency in a weld than any manual method. Additionally because this machinery is needed to complete the Level 1 certification, the lack of said items is the missing link between engaging in standard welding program and engaging in a Level 1 Certification Program.

Because the labor market is looking for highly skilled workers to meet the demand in the area of welding, providing students with the credentials from an institution of high education would afford them an opportunity to obtain employment with greater ease. By offering a Level 1 certification while attending high school, mitigates the need for our students to incur any post high school debt by taking on loans or paying for post – secondary education out of pocket. Finally, because the programming provided by our campuses allows for a double blocked set of time, students will have the time embedded in their schedule to master these skills while still able to engage in other academic or extracurricular activities further enhancing their time in our schools.

The machinery and stipends requested through the grant allow for students in Houston ISD to gain the hands on experience needed to be successful in attaining their Level I certification but as well as obtaining the certifications that will afford them the opportunity to leave high school career ready and enter into the workforce earning a competitive salary. The continued opportunity for students to practice on industry grade machinery with a skilled instructor gives students the knowledge and skill set to be successful welders in the field. Many employers have students provide a sample weld form various machinery to ensure that they are equipped with the skills needed to be a candidate for employment, thus by providing students with this opportunity while enrolled in our program gives them the foundation needed to career ready. Houston ISD has in place the foundations of a welding program that introduces our students to industry standards however the equipment listed prepares them to meet the post-secondary standards of success.

The grant will also provide our instructors the ability to engage in professional development by offering them an opportunity to job shadow and or engage in externships so that they can refine their own knowledge of industry standards and remain current in their profession. Such experiences can provide CTE teachers with valuable experiences related to the skills required for the career pathway in which they teach. Additionally, teachers gain an appreciation for the business viewpoint and practice work skills that are required in their roles as CTE welding teachers. The benefit from opportunities of a teacher job shadowing program is to raise students' academic, technical, and personal skills as the instructor can transfer what is seen in industry into the classroom.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101912

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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